Diogenes at Home

WILLIAM E. BLATZ

THE essence of this discussion is portrayed most adequately by the following anecdote. A father was reprimanding his six-year-old son as follows: "My son, at your age I certainly did not tell any lies." The son replied, "But father when did you begin?"

The attitude of the average parent toward lying is so colored by the code of morals uprighteously taught and naively disregarded that it is difficult to discuss with parents the topic of lying, without offending their sensibilities. The realization that a growing child is just as critical and analytical of his parents' behavior as they are of his is the most salutary sign of development in the training scheme of children.

If one were to examine with meticulous care the behavior of oneself during an average day from the standpoint of a rigid adherence to "the truth," one would find a staggering problem presenting itself. First of all one would find it necessary to define "truth" and seek for criteria to identify it when (and if) present. Without becoming embroiled in a philosophical discussion as to the actual knowledge of what is "reality," it is easy to demonstrate that the conception of the world held by every person is an *individual* one. However common it might appear in general, there is no doubt that one's experience about every single object or phenomenon is unique.

The Ultimate in Accuracy

IF this be so reality is experienced by no one single person. It would be necessary, then, in order to be absolutely "truthful," to preface every remark with "I believe" or "I think," but we do not do this. We talk and converse as if every utterance were based on "solid facts"; hence arguments—some of us are conservatives, others liberals; some vegetarians, others carnivorous; some wets, some drys; and all of us believing that we are right, that we have found "the truth."

If we could follow the various steps by which we arrived at our conclusions we would find ourselves swayed one way or the other by circumstances far from factual basis; by emotions, sympathies, fancies, attitudes and previously acquired idiosyncrasies, until in adult life we are a bundle of potential bigotries. We sincerely believe in the righteousness of our assumptions and are all too ready to impose them upon others, and unfortunately upon our children, forgetting that they too will grow up to the adult state of bigotry by the very same process by which we ourselves have been formed.

Deceptions, Public and Private

OUR children are born neither liars nor honest persons. (Note that there is no Anglo-Saxon monosyllable for "an honest man.") They will grow up to adult life as honest or dishonest as their surroundings in spite of all efforts of teaching to the contrary. They will be exposed to the commonplace delusions of everyday life and will form their own opinions as to their attitude toward them. Fairy stories, Santa Claus, "peace on earth," sharp business practices, innumerable religions, every one the only road to salvation, academic squabbles, political oratory and chicanery ad infinitum. The wonder is that children are as honest as they indubitably are. If adults were as honest as children, life would certainly be more entertaining; whether more livable is an entirely different question.

We have been discussing behavior in terms of truth, and honesty in terms of the total attitude of the child, which of course is the only manner in which it should be discussed. When one talks of

"lies" one thinks in terms of vocal dishonesty or untruthfulness. This narrows the discussion and perhaps emasculates it. Let us try and envisage briefly the steps in the development of a young child toward adulthood.

The Fruits of Experience

WHETHER at birth the conscious life is a "booming buzzing confusion" or a "tabula raza" or, as the *gestaltists* would have it, "a dull background with a variety of changing peaks" need not concern us here. In any case the child must make some adjustment to his world and soon distinguishes certain aspects to which an adequate response yields satisfaction. He sucks at the nipple and food issues forth, he opens his mouth, compresses the abdomen and sound issues forth, and so on. He becomes more and more familiar with his world in terms of his own position therein and his own contribution thereto in the form of activity. He is not concerned with reality and its pretty nuances but with himself, although he does not think, perhaps, of himself as anything different from the universe, or thinks perhaps of himself *as* the universe if he thinks anything about it at all.

We take a huge step and find that he begins to add a new type of experience to his repertoire. Repetitions of sounds in connection with stereotyped phenomena influence him to include a further activity, namely controlled vocalization. An orange in addition to its manifest qualities is also an "orange" (pronounce it). He learns that this interesting accomplishment can be enjoyed in the absence of the thing itself. If tried out often enough and loudly enough, the thing itself may be produced (depending on the surroundings, particularly parents). In other words a new tool has been placed in his possession, one which has infinite possibilities. He can communicate his wishes from himself to another. He can describe objects and phenomena just lately experienced and, more wonderful still, he can describe phenomena that never have happened at all. It is in this latter realm that he will have difficulty.

How Exact Are You?

IT is simple for anyone to try the following experiment. Read over any news item in the newspaper and then write out, without assistance, the substance of what you have read. (It would be better perhaps to wait until the next day.) Then compare your script with the original. It will be obvious that, depending on its complexity, a number of errors will be found. These errors may be classified into errors of omission, rearrangement and addition. If one were to be asked prior to the comparison which parts of the rewriting one were sure of there would be included some of the errors. In other words absolute accuracy in the recital of any past experience is impossible. Belief in the accuracy of the restatement is not necessarily associated with *only* those parts which conform to what actually happened. Every child—as well as every grown-up—is subject to this law of recall.

One could hardly call such behavior "a lie" and yet, very frequently this accusation is made against children who are sternly asked to relate "exactly what happened."

As he grows older the child learns a rather interesting fact. As a general rule people are far more interested in a novel or pleasing presentation of an experience than in a dull, meticulous, boring recital of facts. (Usually the listener is so ready to cease being a listener that he will not waste time doing too much listening.) And so the child finds that imaginative embroidering and exaggeration are two methods of commanding listeners. There is ample justification for this, as witness "Little Black Sambo" and "The Three Bears," to say nothing of "Jack and the Beanstalk."

Polite Distinctions

HE learns next that certain conventions and customs apparently must be observed at the cost of exclusion from the social group. To enumerate only three—*tact, loyalty* and *confidences.* At all costs these must be incorporated into his social behavior. If father remarks upon the appetite of the guest about to appear at dinner this must never be disclosed, it would be a breach of etiquette. (Or does "tact" mean the avoidance of behavior that does not advance one socially?) It would be disloyal to his father and would betray one of the family confidences. He learns that though he must always tell the truth, he must never tell on a friend or a companion for that would be tattling (although it is said that the state employs "stool pigeons" and there is rumor of a dean in a university who grants immunity to "talebearers"). It is well to note that such situations in which children act as potential adults (and will continue so to act) are recognized, approved and practiced by everyone. If there be anyone who does not so act Diogenes has not lived in vain.

There is another type of situation that is commonly associated in adult minds with children's lies,

namely where the child seeks to avoid punishment. The child learns that if he denies an act the parent or punisher is in a quandary. Shall I or shall I not believe? Shall I or shall I not punish? There is not space here to develop this thesis fully. This much is obvious. Keeping in mind the fact that language is a tool with which the child is experimenting, and also that the child is learning to adjust to many new situations all of which he must evaluate *in terms of his own interest,* then we must examine both sides of the picture. The discipline of the home or school is of the parents' or teachers' making; it is either adequate, too lenient or too severe. In the latter two cases the child is obviously entitled to make an adjustment. He shields the parents from his "crimes" either to save their consternation or in the latter case to shield himself from what he thinks are unjust consequences. If the discipline of the home is adequate, "lies" of this type are rather rare if not non-existent. The appearance of such lies, then, indicates a need to scrutinize not the state of the child's original sin but the circumstances in the child's surroundings. What is defeating the purpose of training, namely to make the child accept the consequences of his social behavior as he accepts the consequences of his contacts with the physical world, such as the necessity of avoiding fire?

A word need be said here about a phrase which has crept into the literature, namely "pathological lying." This is a meaningless concept. Lies are no more pathological than the truth, however it may be defined. "Lies," so-called, are social mechanisms which individuals learn to manipulate. They have their place in our social scheme of things and have at least the support of custom when used socially. When it is found that a child is using this mechanism in a way which we think will lead to social disaster *for himself* (or herself) then we should investigate not the fact of lying, but the cause.

Mental Hygiene of Truth

THE following maxims (if maxims are ever of use) may be found conducive to thought. Like all other general principles of child guidance, they must be interpreted by every parent with the individual child in mind.

Be candid in dealing with children.

Give sympathy and understanding toward the child's difficulties in learning to live with us.

Never frighten a child.

Do not challenge or accuse a child. This puts him on the defensive and is a reflection on adult insight.

Respect the *spirit* and not merely the form of truth.

And never brand a child a "liar."

Don't Tell the Children

Protection from the bitter truth is not always an unalloyed kindness.

BERTRAND RUSSELL

THE question as to how far children should be told the truth about awkward matters is sometimes a very difficult one. Enlightened people are now agreed that they should be told the truth about sex, but I am thinking rather of particular facts which the adult regards as regrettable. If their father is a secret drinker or their mother a kleptomaniac, should they be told this unpleasant truth? In such extreme cases, most people would unhesitatingly answer "no." At the same time I can imagine circumstances in which this would be the wrong answer. If the children have great affection for one parent and very little for the other, it may be undesirable that the one whom they love should embark upon a very elaborate series of lies to shield the one whom they do not love, particularly if it is practically certain that the deception will be discovered while the children are still quite young. Un-

pleasant facts which do not concern those for whom the children have special affection should, I think, never be concealed if there is any difficulty in concealing them. It is not desirable to bring children up in the belief that the world is a much nicer place than it is. The result of this method is despair in adolescence and cynicism in later life. Children can bear without difficulty a great deal of knowledge as to the unpleasantness of the outer world so long as they are surrounded by kindness in their daily lives. I do not think it is right to deceive children as to the nature of the world, or to dish up a pretty fairy story and pretend that it is an account of reality. I cannot deny, however, that circumstances may arise in which the truth should be concealed; I maintain only that these circumstances are much more exceptional than most people would think.

I think the broad rule should be that children should know facts which come in their way unless these facts are such as to shatter their sense of security. Minor disagreements between husband and wife should be kept from the knowledge of their children, and if parents have sufficient self-control, they will do well to behave in such a manner that their disagreements need never be known to their children. If, however, children have suspicions and ask questions, they should not be told lies.

I should also, where possible, keep from children the knowledge of anything very terrifying. This principle, however, must not be carried too far. We have to live in the real world, and while we do right to wish to improve it, we ought not to view it with a timid shrinking abhorrence. This undesirable attitude of recoil may easily result from an education which is idealistic except as regards respect for truth. One of the things most important to cultivate in the young is a certain robustness of outlook which makes unpalatable facts digestible.

Why Do Children Lie?

Necessity, phantasy and other well defined motives explain most of children's falsehoods.

FRANZ ALEXANDER

LYING is one of those psychological phenomena the investigation of which is especially difficult because lying involves emotional and moral evaluations which are never favorable for scientific observations. We generally disapprove of lying and our first reaction is to correct and to judge the liar rather than to understand his psychological situation, as a correct scientific approach requires. Still greater are the difficulties which adults have in understanding the lies of children because adults have grown away from their childhood and have forgotten their own childish mental attitudes. The psychological understanding of the lies of children consequently involves two difficulties: the general difficulty of understanding the psychology of the child and the automatic emotional reaction toward the lying child, the moral disapproval of his conduct. A complete understanding, however, is indispensable for the proper management of the lying child.

Children have greater need of lying than adults because they are more helpless in satisfying their own wishes and in maintaining themselves toward the inhibiting factors of the external world. The majority of children lie because adults compel them to lie. Originally the child's psyche does not know restrictions and inhibitions except the ones which adults enforce upon them. They do not condemn, criticize and evaluate their own wishes and tendencies, and if they renounce satisfactions they only do it because they are afraid of punishment and of losing the affection of their parents. Consequently parents should know how far they can go in demanding restrictions from the child. So long as the child cannot accept these restrictions as a result of insight he will consider them emotionally as unjust, as an attack against his own personal freedom. The only way to coax the child to accept freely and spontaneously certain restrictions of his primitive pleasure satisfactions is to associate every restriction with a pleasurable reward. The act of education consists precisely in the proper "dosing" of gratifications and restrictions. It is only natural that if adults

go too far in demanding restrictions without recompense they will drive the child into a hostile and, at the same time, fearful attitude toward his environment. The child has only one means of defending himself against this kind of overpowering on the part of the parents—and that is lying. He necessarily oversteps prohibitions which are not compensated by gratifications because his mental life is subjected to the pleasure principle and not to logical insight. A child who lies in this situation is right because one demands from him restrictions which he is unable as yet to accept.

"Normal" Lies

To demand of a child restrictions without compensatory gratifications is unpsychological because it attributes to the child a capacity for insight of which he is not yet capable. If the child lies because he is overpowered by restrictions and prohibitions which do not take account of the emotional limits of his mental apparatus, then this is only the necessary consequence of false educational methods. The child who, in this situation, out of fear of punishment does not make use of lies for self-defense, betrays a weak, pathologically submissive character. Most of the lies of children can be explained as such *lies of necessity* to which the child is driven through the behavior of adults who are unable to identify themselves with the dynamic and emotional possibilities of the child's mind. These lies we can call normal lies and in such cases, not the child but the educational environment must be changed.

Anything to Please

Similar motives make children lie not to protect themselves from punishment but to please adults. They feign an attitude of which they know that adults will approve. They pretend with the help of such lies to be as the adult wants them to be whereas in reality they are not yet ripe for the desired behavior. Such lies often have a rather benevolent character, because the child is seeking by means of them to satisfy the desire of the parents. They have also a humorous side, because the child seems to display a superior intelligence much as to say: Well, if you do not see that I am unable yet to be as you want me to be, I'd better satisfy your stubborn wish by lying. My little four-year-old daughter who noticed my interest in her progress in the English language, four weeks after we arrived in America declared that she could speak English. When I wanted to test her knowledge, she refused the examination with the words, "If I say so, you have to believe it."

Psychologically more difficult to understand are the lies which the child tells not for the purpose of cheating others but in order to deceive himself. These lies are products of phantasy and are not designed to avoid punishment. Not only the parents but life itself, the unmerciful course of biological development, puts the child in situations which mean to him deprivations. Biological growth consists in a chain of changes in the life situation of the child in the direction of a steady increase of independence and responsibility which the original nature of the child resists.

The newborn child who at first is entirely dependent upon his mother for the satisfaction of all of his biological needs becomes in a relatively short time a more or less independent being. In the mother's womb the foetus is supplied with nourishment and oxygen entirely by the mother's organism. Birth itself involves already a great change in this biological situation. The child has to use his muscles in the acts of suckling and respiration. Later, developing teeth, he alone has to macerate the nourishment into digestible consistency. He learns to walk and he loses with it the right of passive locomotion. He is no more "his majesty" who is carried to any place he wants.

Progressing through Phantasy

The development of his intelligence also involves new obligations. Every new biological achievement means for him a new situation in which he has to abandon habits, pleasures and means of satisfaction already acquired and to learn new patterns of behavior. The only refuge from the inevitable fate of biological evolution is the realm of phantasy.

In phantasy the child seems to be able to change the real situation into an imaginary one and this imaginary situation he can arrange to correspond exactly to his unfulfilled wishes. In phantasy the child can return to happy situations which in reality he was forced to abandon. But he can also in phantasy project himself into a delightful future. His greatest emotional difficulty lies in the fact that although he loses the privileges which he had as a small child he does not as yet get in exchange the privileges of adulthood. He has to give up gradually all the passive satisfactions of earlier childhood but he is still a small being and has not yet the advantages or the freedom which adults possess. Indeed biological

development—in many respects similar to an unpsychological education—takes gratification without returning for it satisfactory compensation. In this mental distress phantasy is a refuge. In phantasy the child can deceive himself and assume such imaginary qualities of power, efficiency, and so forth, which in reality he does not yet possess.

A great many of the so-called *phantastic lies* which are normal in childhood (present also in pathological cases in adults) are products of the self-deceptive tendency of the child to find comfort in difficult situations which he is not yet willing to endure. So long as children keep to themselves such products of phantasy, and do not communicate them to others, they do not lie in the strictest sense of the word.

Wishing Aloud

THE question justifiably arises: What compels children to communicate their consolation phantasies to others? The investigation of pathological lies in adult life gives us the answer to this question. We learn from psychoneurotics of this type that at the moment in which they tell their lies they believe them. It is easy to understand that the fact of communication increases the illusory value of the phantasy. If other persons believe it then it must be true. Communication is nothing else than a means of enhancing the self-deceptive power of the phantasy and we can indeed observe in our children how thankful they are if we believe in their phantastic stories, and how disappointed they are if we show our skepticism. If we are skeptical we belong to the hostile or at least neutral reality, which does not care for the inner needs of the child. It is a question of great pedagogic tact and understanding to know how far we shall indulge this phantastic attempt at phantastic self-consolation and how rapidly we may curtail the illusion of phantasy in children.

In order to determine the correct management of this situation it is necessary to understand the intimate nature of the mental distress from which the child tries to escape with the help of phantastic lies. The content of his lies may be manifold. The mildest form of this kind of phantastic lying we usually call bragging, which consists in the exaggeration of reality in the direction of wish phantasies and is a transition to totally groundless fiction.

These two forms of lies, the lies of necessity and the phantastic lies, are the two chief groups which can be considered as normal psychological processes in the child. Other forms such as provocative lying already belong to the field of psychopathology as they betray the presence of a neurotic conflict.

A Way Out

PROVOCATIVE, like phantastic lying, serves to relieve an emotionally unendurable mental situation. While phantastic lies have usually a wish-fulfillment character, the significance of provocative lies consists in the attempt to solve an inner conflict between two antagonistic mental tendencies. In these cases, not the fear of punishment but the fear of his own conscience is responsible for the lie. The child lies to be punished for it; uses lying as a provocation for being punished. This need for punishment is the consequence of a guilty conscience which considers punishment as absolution from guilt. Such children lie or steal or commit other delinquencies in a rather obvious manner and it is mostly not difficult to detect their provocative intention. They arrange it so that their acts should be detected. Either they confess more easily than necessary or they deny stubbornly even after they are unambiguously convicted with the sole though not always conscious purpose to lose their chance of being forgiven for it. These are the well known types of stubborn delinquents, with a mixture of spite and guilt in their eyes. But strange to say, their sense of guilt has no relation to their actual delinquency. This sense of guilt already exists prior to their lying and they tell their lies mainly in order to provoke adults to punish and thus to relieve them from their unbearable sense of guilt, which derives from a deeper unconscious level of the personality. It is the reaction of the conscious ego to repressed condemned wishes rather than to actual deeds.

Fabricating a Crime to Fit the Punishment

THAT explains provocative behavior which is, even if only unconsciously, calculated to induce the adults to severe punishment. The need for punishment explains also the apparently so paradoxical absence of every attempt to defend themselves or plead for extenuating circumstances. If asked about the motives of their lying such children refuse to give any motivation. They refuse partly because they themselves do not know the provocative purpose of their lies and partly because this stubborn resistance is the best means to arouse the rage of the adults and provoke them to indulge in excessive emotional punishments. Excessive punishments are especially able to give the little liar the

satisfaction of martyrdom and to relieve him from the feeling of guilt.

An eight-year-old girl when asked simple arithmetical or grammatical questions gave the stereotyped answer: "I don't know." In school she was considered especially weak in mathematics. A closer examination has shown however that in reality she was unusually good in solving arithmetical problems and that she simply dissimulated her knowledge and capacity. That is, she lied. The examination also revealed that she felt guilty because she knew of the relation of the sexes. Her lying was an attempt to get rid of her sense of guilt by provoking contempt and punishment for her ignorance in a field which she was expected to know. Such experiences serve us as a warning against the uncritical use of intelligence tests which, in spite of their "pseudo-exactness," very often give us a totally false impression as to the actual "rate of intelligence" of children.

The psychology of this kind of provocative lies was much nearer the surface in the case of a little girl patient who was brought up in a strict Catholic convent. She confessed in the regular weekly confession crimes which she never committed, for example, that she had read forbidden books. For this offense the confessor prescribed penance which gave her the right to read the forbidden book during the next week without being troubled by guilty conscience. In the form of undeserved punishments she paid in advance for her guilt and she treated these punishments as credit, which she could use to make good for future guilt.

A similar emotional equation, which considers guilt and punishment as two currencies, exchangeable at will, like coins, is the basis of the provocative lies of children. The same emotional logic as that, which the little Catholic patient naively used in her consistent interpretation of religious penances, is at work in the depth of the unconscious mind of many little stubborn liars who are always caught and yet never cease exploiting the punishing fervor of adults in order to relieve their own emotional conflicts.

Concerning Cherry Trees

"I did it with my little hatchet."

BEFORE very long now George Washington and his cherry tree will receive their annual immortalization in candy hatchets and paper maché fruit. And the Georges and their sisters of 1931 will hear all over again how The Father of His Country "could not tell a lie."

Of course it may never have happened, but what of that? The researches of recent historians may weaken the accuracy more easily than the moral ascribed to our most characteristic American myth. It is not strange that we should have singled out this purely apocryphal incident with which the travelling parson-book-seller, Weems, embellished his "Life." For the situation is so much simpler than anything that really happened in the actual life of the man, Washington. The tale is as easy to get hold of as the handle of the little hatchet and its moral is cut out with as much neatness and dispatch as was the cherry tree.

It is also so much simpler, so much easier to get hold of than most of the things we read about in the newspapers. When face to face with the conflict between public and private ethics, there is comfort in this traditional and uninvolved explicitness. This has been encouraged by our history books, which like the poetic sundial, for the most part "only mark the hours that shine."

Perhaps no other society, not even the closely related early Victorianism of England, has set such store by the lip service of truth as did the later Puritans. It was a school of thought untouched by any such questionings as had been raised by earlier Englishmen—the Bacons, and the Berkeleys who had paused to wonder what truth is. And it is not strange, too, that this Puritan judgment of truth and falsehood should have been most stringently applied in the training of children—both because it *is* important and because, in the case of children, it *seems* to many adults relatively simple to tell the blackness of "a lie" from the shining whiteness of "the truth." Even the articles commonly used help to paint the picture—*a* lie, implying that many are possible, and

the truth, implying that there is only one and that all of it is known.

This traditional assurance runs through the accepted training of children of the last century. In the *Mother's Magazine* for September, 1834, appeared a disquisition on "The Duty of a Parent, especially of a Mother, to inculcate, early and continuously, on her Children, the leading principles of truth and duty." Supported by many similar conclusions came the explicit dictum:

"There is no possibility of securing the great principles of truth and duty, without borrowing the aid, the light, the influence of biblical instruction, enforced by the fear of God and a future judgment . . . Hence there is nothing which can with more profit be presented to your offspring than the melancholy fact of their sinfulness. As soon as they can understand it, they should be told, with deep feeling, that they are sinners; born with natures that in this world will, if unrenewed, lead them to death and hell. . . . It is indubitably certain, that uninfluenced and unrestrained by correct parental instruction and discipline, no child on earth has any security of gaining correct principles of truth and duty. For it is a melancholy fact, that human nature, whatever you may make it, does not love the principles of truth and duty. . . . The grand principles of truth and duty, while they are ultimate and unchangeable are, at the same time, almost entirely subjects of education."

Changing Emphasis

Like obedience, truth telling has early and late remained a parental preoccupation. It came up repeatedly in mothers groups, meeting in Chicago in the 1870's. Hannah Ruth Hubbard, who kept these unique records, frequently wrote as in 1872, "I read about Rebecca and the way she took to get the blessing of Jacob, which belonged to Esau, drawing a lesson from it, that we mothers should always be truthful ourselves and teach our children to be. I told them of the little boy who told stories to his mother, but she thought him only smart, and laughed at him, little dreaming the bitter fruit which would spring up out of his heart in days to come."

There is nothing strange about the persistence with which traditional attitudes toward fundamentals continue with only slight variations. For they touch, undeniably, the very keystone of human relationships. And it remains easier for many people—among them many parents—to "settle" with the practical man such questions as the necessity of truth telling rather than to examine them critically with either the philosopher or the psychologist. Naturally there are plenty of contemporary examples, as witness a tale told by Nelson Antrim Crawford in *The Healthy Minded Child,* of the unscrutinizing, drill sargeant parent. But without claiming so very much for ourselves, it might be fair to say that more of us in the present than in the past—parents, and teachers of parents and children—are ready to accept more subtle points of view.

Exception That Proves the Rule

Felix Adler's *The Moral Instruction of Children* forty years ago advocated discussing with twelve-year-olds in detail the question, "Is it ever permissible to withhold or depart from truth?"

He reached the conclusion that "We can justify it on the ground that language as a means of communication is intended to further the rational purposes of human life, and not conversely are the rational purposes of life to be sacrificed to any merely formal principle of truth-telling. . . . . In my opinion, the confusion which does exist on this subject is largely due to a failure to distinguish between inward truthfulness and truthfulness as reflected in speech. The law of inward truthfulness tolerates no exceptions. We should always, and as far as possible, be absolutely truthful, in our thinking, in our estimates, in our judgments. But language is a mere vehicle for the communication of thoughts and facts to others, and in communicating thoughts and facts we are bound to consider in how far others are fit to receive them. Shall we then formulate the rule of veracity thus: *Intend to communicate the essential facts to those who are capable of making a rational use of them.*"

As in the famous question in *Les Miserables* of Jean Valjean and the theft of the silver candlesticks, truth is more than skin deep. To understand its obligations is to live maturely. Adler reached, through the paths of logic and philosophy, the same conclusion to which various schools of psychology have come more objectively. As long ago as when William James set the laboratory stage for a "crime" which no student witness could report "truthfully," the purely external snags in truth have been clearly demonstrated. Bertrand Russel in his *Philosophy* does a humorous picking to pieces of such a simple statement as "A passenger train leaves King's Cross Station for Edinburgh at 10 A. M."

Meantime students of children have admitted quite as frankly as did the older moralists that "all children do tell lies." But they have not deduced from this objective state of affairs that children are the crea-

tures of original sin. In *Your Child Today and Tomorrow* Sidonie M. Gruenberg makes the acceptance of this fact the basis of training for truth.

Adults take lying seriously because they know the importance of reliability, both as a personal and as a social virtue. They therefore are likely to descend on the little child's first transgressions because they wish to nip in the bud these early manifestations of undependableness. But perhaps parents will be less grieved and more helpful if they understand that most children, somewhere on the long road of learning to be truthful, are likely to try these experiments. In the beginning it is hardly more than the child's natural drive to secure what he desires. Even the two-year-old who cries for a drink of water at night when what he really wants is attention might be said to be deceitful. Yet practically none of us grows to maturity without some such experiences. Frequently —as in the case of the little girl who hid her bread crusts to avoid eating them—the intention to deceive is not uppermost in the child's mind. The adult reads into such a situation whatever interpretations his own knowledge and attitude dictate.

"All of us are probably born with capacities and dispositions that make it easy for us to acquire the art of lying; but we have also the capacities to learn to love the truth and speak it."

The same author then goes on to point out that the child and his act must never be confused—the telling of a lie should never brand him a "liar." When parents are able in this way to look at the child's error objectively, they have a great advantage in guiding the child toward truth telling.

This need of building on natural transitions has been particularly well summarized in *Child Care and Training* by Faegre and Anderson.

"We must admit at the outset that the concept of truth has to be built up gradually in the child's mind. The parent who is shocked at the idea that all children must be trained to an appreciation of truthfulness has perhaps not realized the extent to which deceit is practiced in nature. Protective coloration in birds, animals, and fishes is one of the obvious methods by which the self-preservative tendency is manifested. When man conquers his impulse to get out of a tight place by deceit, a big advance over natural inclination is made.

"We must know the causes of lying before we try to develop truthful attitudes. The deviations from truth which are a result of the child's lack of experience, or childish imaginings, represent about twelve per cent of all the lies children tell. Forty-eight per cent—nearly one half of all lies—fall under the head of fear. Fear of physical punishment accounts for most of these lies, but fear of disapproval, of the opinion of the group, or of ridicule is a recognized cause as well. Desire for sympathy and praise actuates many children to lie. Selfish lies form a not very large proportion of children's lies; another small proportion consists of heroic lies, told in the hope of protecting someone from blame.

"As children grow older they sometimes tend to prevaricate. That is, after a fairly definite idea of right and wrong is established, the child "gets around" the truth by qualifying his statement in some way. This kind of truth telling—with the fingers crossed—is indicative of a stage in the individual's development comparable to that of the attitude of the savage, that truth is for one's friends, and lies for enemies; or of the warring nations where 'all is fair' that promotes their ends.

"We have seen that the child's experience with reality is limited. In giving directions to the child, in all our explanations, we must make sure that the child understands what we want. Much that appears as disobedience or inattention is a result of incomplete comprehension. The classic story of little black Epaminondas who, after his mother had warned, 'Be careful how you step in dem pies!' planted a foot carefully in the middle of each pie set out to cool, is an exaggerated example of the misunderstandings that cause confusion and trouble."

Self-Defense

And why, some have gone so far as to ask, should children *not* lie—when they are up against this adult world which is frequently both unwise and unsympathetic, which does not meet the child on any understandable terms? In, happily, a not very serious degree most children share the experience of A. A. Milne's Jane, who responded to the parental refrain of "Have you been a *good* girl, Have you been a *good* girl?" by saying

"Well, what did they think that I came here to do?
And why should I want to be bad at the Zoo?
And should I be likely to say if I had?"

Mary Chadwick, stating the case for the proverbially liberty loving English in her *Difficulties in Child Development* makes a universal plea for children's integrity.

"It is an unequal battle at best, with opponents of such disproportionate sizes and resources, but it is easy to see that children who are forced to 'do their durndest' are fighting for the preservation of their rights and personality. They put up a very plucky fight for the liberty of their own person, which at a

later stage of development is taught to be the most worthy cause in which an English person may justly fight. But English law, which claims that one may protect oneself and one's possessions from the hands of a foe, finds little representation in the nursery, nor is there often any strong sense of justice in nursery administration, although the small child who suffers from its lack usually has a keen instinctive sense of its want of logic."

The inequality of this struggle might indeed almost be measured by the degree of untruthfulness of the child. Hartshorne and May have made elaborate *Studies in Deceit* in which they have conducted a variety of experiments to determine when, how and if school children deceive. They have collated their findings with such facts as age, race, Sunday school attendance, intelligence quotient, grade in school, and so on. Although the authors do not specifically point it out, the arresting fact is *not* that children of one race or of a certain degree of intelligence are more likely to succumb to temptation, but that the deceit always is correlated with something which makes for poor adjustment and insecurity. For instance—children of higher intelligence do not cheat as frequently as children of lower intelligence; children who are the younger in their class (and therefore possibly advanced) do not cheat so frequently as the older (and therefore probably retarded) group in the class.

Again, in Mary Buell Sayles *The Problem Child at Home,* lying repeatedly is noted as one of the difficulties in a complex of personality disturbances which, in *every* case, has grown out of an unsuccessful adjustment. Wickman's study of *Children's Behavior and Teachers' Attitudes* adds some side lights to the evidence. He found that, though teachers show great variations in their ratings of untruthfulness, it was almost invariably true that children reported high in this were also well up in their ratings for other school misbehavior.

From not quite the same angle there is an illuminating suggestion in his findings that teachers rated untruthfulness fourth only to stealing, heterosexual activity and obscene notes in heinousness, while psychiatrists rated it twenty-third in seriousness in a list of which the first four places were given to unsocialness, suspiciousness, unhappiness or depression, and resentfulness.

Of course the case for truth is one for which all the evidence is never in, because we go on living and observing and trying to help ourselves and our children. But on the basis of such competent testimony as is here assembled from a century of literature it seems fair to draw two simple conclusions—conclusions which would seem obvious if they were not so frequently forgotten in our desire to have all our children emulate the little boy who "could not tell a lie"——

Most untruths of children, especially younger children, are if met with some degree of sympathy and wisdom no more than a sort of trial and error method of growth.

If lying does assume the proportions of a problem, its seriousness is not merely in itself as an unsocial act, but still more as a symptom of some hidden snag in the child's adjustment to his world.

ZILPHA CARRUTHERS FRANKLIN.

Child Care and Training.
By Marion L. Faegre and John E. Anderson. University of Minnesota Press. 180 *pp.* 1929.

Children's Behavior and Teachers' Attitudes.
By E. K. Wickman. The Commonwealth Fund. 247 *pp.* 1928.

Difficulties in Child Development.
By Mary Chadwick. The John Day Co. 411 *pp.* 1928.

Education and the Good Life.
By Bertrand Russell. Boni and Liveright. 319 *pp.* 1926.

The Management of Young Children.
By W. E. Blatz and Helen Bott. William Morrow & Co. 354 *pp.* 1930.

The Moral Instruction of Children.
By Felix Adler. D. Appleton & Co. 278 *pp.* 1892.

Philosophy
By Bertrand Russell. W. W. Norton & Co. 307 *pp.* 1927.

The Problem Child at Home.
By Mary Buell Sayles. The Commonwealth Fund. 342 *pp.* 1928.

The Psycho-Analytic Study of the Family.
By J. C. Flügel. Leonard and Virginia Woolf, London. 259 *pp.* 1926.

Psychology of Childhood.
By Naomi Norsworthy and Mary Theodora Whitley. The Macmillan Co. 375 *pp.* 1918.

Psychology of Phantasy.
By Constance E. Long. Moffat, Yard & Co. 216 *pp.* 1921.

Reconstructing Behavior in Youth.
By William Healy, Augusta F. Bronner, Edith M. H. Baylor and J. Prentice Murphy, Alfred A. Knopf. 325 *pp.* 1929.

Studies in the Nature of Character: I. Studies in Deceit.
By Hugh Hartshorne and Mark A. May. The Macmillan Co. 414 *pp.* 1928.

Wholesome Childhood.
By Ernest R. and Gladys H. Groves. Houghton Mifflin Co. 183 *pp.* 1924.

Your Child Today and Tomorrow.
By Sidonie M. Gruenberg. J. B. Lippincott Co. 255 *pp.* 1928.

Parents' Questions and Discussions

For parents the problem of children's lying is not simply a moral question of gradual development toward truthfulness. Their questions, discussed in study groups, reveal implications which belong in the field of childhood difficulties in personality adjustment.

A six-year-old is constantly telling her classmates elaborate stories of happenings in her home and exploits of her own which are obviously not true. When her story is challenged she glibly invents another to protect the first. The mother has alternately punished and reasoned with her—but neither has helped.

This kind of story telling may have several causes, but derives, in the last analysis, from a profound personality need. It may be that a strongly developed sense of the dramatic and the romantic is seeking expression in a life so highly routinized that it has become humdrum. Or it may be that she is using this as a way of winning the attention or prestige which she craves. Whatever the root cause it is of utmost importance that it be discovered and that the child be helped to find wholesome and legitimate outlets and the means for valid social and personal success in a real world.

Growing out of this same situation is the question of how to explain this child's behavior sympathetically to her playmate who is really very fond of this little girl and who is shocked and indignant because "She tells lies!"

Some children accept romancing because it meets a need in their own lives. But the more literal minded child cannot accept this. For her we can attempt an explanation somewhat along these lines: that this little girl desires certain things to happen; that in talking about them she pictures them as actually happening and is carried away into almost believing that they have happened; that she simply has not yet learned—as she must some time—to differentiate between the things she *wishes* to happen and the actuality of their happening. Such an explanation will lift the whole matter out of the realm of moral issues into one of sympathetic understanding.

Will the child's training in truthfulness suffer if we encourage what may be called social tact? For example—a little girl receives a gift which she does not care for. Should she be told to conceal from the inquiring donor the fact that she does not like his gift?

The question here need not be one of truth or untruth but rather one of helping the child to an appreciation of other people's intentions. The very young child is still concerned with "things" and finds it difficult to understand such an abstract idea as the motivation of the giver as differentiated from the gift. But as the child grows older she can appreciate the fact that the giver wanted to give pleasure with his gift, and she can in all sincerity thank him for this kindliness without reference to the inherent value or suitability of the gift.

The contents of a large box of cherries disappeared one afternoon, and there could be little doubt that a four-year-old who had been playing in that room was responsible. But the child steadily denies any knowledge of the matter.

It is probably too much to expect of a four-year-old the ability to resist this temptation. By thoughtfully grading our demands upon the child's resistance we can, to a large extent, forestall such situations as this. But where we know that the child has done a forbidden thing there is nothing to be gained by insisting on a confession. Sometimes the very challenge, "Did you do this?" calls forth a defensive lie. The child is dependent upon our affection and he is therefore impelled to give us the answer that he knows will be acceptable to us. We ask too much of him when we ask him to jeopardize his standing with us.

There is no need to place upon the child the burden of guilt or denial. Rather the attention should be focused upon the real issue involved —in this case the plundering of the cherries which had been intended for another purpose. The child should be helped to appreciate the effects of his depredations in terms of the inconvenience or deprivation to other people.

If we tell our children about Santa Claus will we break down their faith in our truthfulness, and thus jeopardize their training in truth telling?

The Santa Claus myth has come to us as a heritage from many lands, and we give it to our children because we ourselves have found it not only a charming and picturesque expression of good will, but also an opportunity to remold the world "nearer to the heart's desire." But the child's world is not so far from that, and what is to the adult a great departure from truth is to the child perfectly possible. Even when the child knows it is "just a story" it remains within the realm of the possible for him. Then, as the child learns from day to day to distinguish the real from the imagined, he will very naturally come to enjoy this fairy tale *as* fairy tale without classifying it as true or untrue. It is only when we as adults still desire to escape from reality, and so intensify the pretense because of our own inner need to "believe in fairies," that we make it difficult for the child to make the natural transition from childhood to adulthood—from fancy to reality.

A boy of six frequently resorts to lying to "get out of things." His grandmother complacently declares him "a born liar just like his uncle." His mother wonders how far this may be true.

Subjected to the same environmental strains that his uncle was, the boy may be responding in the same way. Very often when a certain kind of conduct is expected of a child as a matter of course, this is likely to set the pattern for his behavior. Such an expectation may constitute either a challenge to him to "fill the bill," or a relief from responsibility for his own conduct—for how can he help his heritage? There is no evidence that such characteristics as lying are inherited; on the contrary this type of lying is probably a response to pressures in the particular environment on a particular child.

A ten-year-old boy has several times claimed to be too ill to get up in the morning, but was ready to get up as soon as going-to-school time was past. At these times should the mother "let him get away with it" or require him to go to school?

Simulating illness as a means of escape from any unwanted situation is a rather common trick of children—and adults—a time-honored subject for comic strip jesting. Of itself, it may have no more serious implications than that of a childish fumbling for a "way out," and the question whether or not it "works" has little significance. Nevertheless, it would be well to inquire what there is in the situation itself which the child is trying to escape. Why does he want to avoid school? Does he in some way feel oppressed there, or insecure? Is he having difficulty with his school work (which may not even appear in his marks), or is it a question of the social contacts with his classmates? What are his relations with his teacher? Adjusting the school situation may wholly clear up the difficulty. If the child resorts to this mechanism in other situations as well, it is likely that he has difficulties which require much more intensive study.

A grandmother is very positive in her denunciation of card playing. Her adolescent grandchildren often play cards and their mother freely permits it, but cautions them to conceal the fact from their grandmother. Is this the best compromise?

If we want our young people to have the courage of their own convictions we will have to help them both by precept and example. If this mother believes that card playing will do her children no harm, she will best maintain her children's confidence by frankly and openly acting upon her belief. The grandmother should know that their opinions in regard to card playing differ. There is no need to *flaunt* the card game in the presence of the grandmother whom it offends, nor deliberately to bring it to her notice. But there *is* need for respect of opinion which deliberate concealment violates.

A thirteen-year-old girl came home from school one day very nervous and upset. She told her mother that she had cheated in an examination. What could she do to atone for this? The mother suggested that she ask the teacher's forgiveness. Two weeks later the mother found her in tears, sobbing "I just can't get over having cheated like that!"

We would do well, in such a case, not to put our emphasis on the moral issue involved in the cheating, for apparently the girl was already only too aware of the moral implications and was staggering under the weight of her guilt feelings. Rather we might deflect her from this retrospective self-blame and direct her thoughts to a forward-looking project. What had driven her to cheat? Obviously her own lack of mastery of the subject matter. Then why not get right to work on studying that subject so that the temptation to cheat will not again occur? Such a positive suggestion will help her to realize that in other difficulties which may arise there is a more constructive way out than the seemingly "easy way" of the moment.

Six Questions for Parent Education

WHEN, at two year intervals, the National Council of Parent Education meets, it is possible to check the course of parent education against the milestones of which the Conference takes note and to predict at least some of the steps likely or needing to be taken by parent education in the near future. On the last afternoon of the Conference held, as reported in the December CHILD STUDY, November 15 to 18, in Washington, Mr. E. C. Lindeman undertook what he described as "the summarizer's exceedingly difficult task of attempting to portray a group product by winnowing wisdom from individual papers and presentations and indicating how this wisdom is accepted by the group."

His summary brings these milestones into focus and clarifies their validity for parent education everywhere. Some of these follow:

I. The main question which seems to me to emerge from the two research reports on home and family situations is this: *Do we possess adequate research tools for revealing the more subtle, and perhaps more fundamental, aspects of family functions, processes and relationships?* We continue to make the assumption that these aspects of family life are important and that educators need factual material respecting them, but if I am to interpret this group's reactions, it seems that we are not in any sense certain that ordinary and orthodox research techniques are adequate. The group feeling seemed to be that no matter how many thousands of children were submitted to questionnaires the result would not be trustworthy knowledge respecting family function and process. There appeared to be a belief that tools of greater refinement are needed for this type of research and that in place of quantitative studies, smaller and more qualitative studies might lead in this direction. The research method which is capable of revealing important facts concerning family processes will be, probably, a combination of sociological and psychological elements; and before this method becomes truly revealing and useful it seems that other disciplines of knowledge will have filtered in. This method in the end will become a composite one, and in addition one which results from the collaboration of many research agents.

II. *To what generalized school of educational philosophy do parent educators adhere?* This query, which perhaps will never be formally settled, was precipitated by the three papers on method. All adult education, presumably, should be roughly classified as belonging to that school of thought which goes by the name of "progressive education." But the term "progressive education" is of itself ambiguous. Reflection in this sphere might possibly clarify if we utilized terms more accurately. It is, perhaps, justifiable to subsume all educational theory under two headings; namely (1) theory which represents the logical conception of *Herbart,* and (2) that which represents the empirical conception of *Dewey.* The chief difference between these two conceptions, as we all know, is this: Herbart thought of the educator as a depository of orderly knowledge which he imparted to the pupil according to the rule of apperception; Dewey, on the other hand, considers education to be a part of living and therefore asks the educator to begin the learning process at whatever point the pupils happen to have recognized a problem. Parent education, like all other branches of American education, finds itself straddled between these two philosophies. Our wishing is with Dewey, but our practise is still on the side of Herbart. Some parent educators seem to desire the elimination of personality in teaching. But it is precisely this which gives it vitality; a rigid and slavish adherence to method which would reduce personality to a minimum would also make learning a bore.

III. *What message are parent educators able to bring to the youth of our time?* The paper on aspects of education for home and family life precipitated this query in such arresting form as to challenge, not merely this conference, but the entire parent education movement. Does our experience with the education of adult parents give us assurances with respect to the perplexities of youth? Some of these youths, as the speaker pointed out, may be growing merely toward adulthood, not parenthood. Marriages are on the increase; that is, more couples out of the total population are embarking upon the adventure of married life. Child-bearing tends to decrease between the ages of fifteen and nineteen (mothers)

and between thirty and forty; but between the ages of twenty and thirty child-bearing actually tends to increase. In spite of these trends it seems true that many young people of our time do not direct their lives toward what may be called psychic parenthood. The speaker was, presumably, referring to both high school and college age groups as well as to young married couples. From this group comes the insistent query: What real values can one be assured of in relation to sex, marriage and family? Our answer, both as parents and as parent educators, is still to be formulated.

Sound general education will also prove to be sound preparental education. So ran his argument. Its validity is in no wise lessened by reversing the order, namely: Good preparental education will also be good general education. If preparental educators knew the *what* and the *how* of generalized education, they would then be equipped to deal educationally with the problems of prospective parents. It is, probably true that every new movement, especially new educational movements, tends to overspecialize; this is particularly true during the earlier stages when the new projection has not yet incorporated itself within the cultural system. In our attempt to distinguish ourselves we have probably made our definitions too specific; we tend to cut ourselves off from other allied movements by this process. These initial separations precipitate considerable conflict and disturbance in the educational world. Consequently, the explicit suggestion that preparental education consider itself in a more organic sense comes as a timely word of wisdom.

IV. *What relation does parent education bear to social work?* The most notable definition of social work's goal and objective is probably that once made by Dr. Richard Cabot. He affirms that it is the purpose of social work to bring the unadjusted back to the normal stream of life. Parent education is not yet in possession of norms, and its fundamental purpose is to educate in order to prevent unadjustment. But, there is still an important relationship between social work and parent education; both disciplines utilize similar if not identical techniques. Many social workers and particularly many psychiatric social workers perform functions which may be distinguished from those of parent educators only with difficulty. The experience which social work has garnered with respect to family life and problems is, of course, the richest of any of the professions. Parent education will need to utilize this body of experience. Likewise, the techniques and devices which social workers have discovered for influencing adult behavior constitute a valuable resource for all adult educators.

V. If I understand correctly the implications of the report on the relation between the public school and parent education, it is this: The public school cannot hope to fulfill the tasks of parent education. Adult education as a whole may not become a public function in this country as it has done so often in Europe. We shall, no doubt, make wider and wider uses of public institutions, particularly the public school, but we shall also continue to rely upon those characteristically American forces which emanate from voluntary associations. The most vital movements in American history are those which did not hesitate for want of bureaucratic or public sanctions; on the contrary these have been movements begun by non-official persons who sensed needs and went forward into action. This method has many faults. All too often these initiating personalities possess no critical capacities to match their zeal. What they do must often be done again, thus causing waste as well as confusion. There are indications that this voluntary source of initiation and control is not so active as it was in an earlier day. The public school has often been the repository of such movements and as such its tasks have been both difficult and disturbing. Nevertheless, parent education comes so near the basic preoccupation of the school that we may anticipate increasing interest from public school leaders. How much of this interest will be translated into direct school function, or how much of it will be channeled off into other agencies, is a question still before us.

VI. The objective of household management as originally stated may be said, perhaps, to have been realized. Or, if the task is not complete, it is no longer acceptable to the more alert leaders of this profession. Its emerging objective is to integrate itself within the total educational scheme, and in order to accomplish this its attention must be directed toward personalities rather than toward objects and skills incident to home-making. Its leaders are at work on this very task of re-interpretation and as their efforts increase one begins to see household management moving toward parent education.

Finally, if I have gained a single mass impression from this Conference it is this: Parent educators, as represented by this Conference group of the National Council, reveal a promising vitality; there is among them a spirit of self-criticism as well as a spirit of eagerness which together give assurances for the future. My hopes are high.

EDUARD C. LINDEMAN.

Book Reviews

Growing Up the World Over.

Growing Up in New Guinea. By Margaret Mead. William Morrow & Co., New York. 372 pages. 1930.

The Jack-Roller. By Clifford R. Shaw. The University of Chicago Press. 205 pages. 1930.

While "like father like son" may not be literally true, nevertheless traditions, customs and social ideals are handed down from generation to generation. Because children absorb the characteristics of their surroundings, they need adult patterns which they can follow. Both *Growing Up in New Guinea* and *The Jack-Roller,* although very different in subject matter and presentation, indicate the disadvantage to children of such a need unfilled.

Growing Up in New Guinea is a fascinating account of the brown sea-dwelling Manus of the Admiralty Islands. Of the two main parts of the book, the first gives a vivid and detailed description of child life in a primitive society which is without written records and without economic dependence upon white culture.

The child's development is traced step by step from the time he first learns to keep from tumbling out of his thatched home set on stilts in the lagoon until the time he marries and assumes his share of responsibility in the community. As a child he enjoys perfect freedom in both actions and words, restricted by not even the mildest form of discipline. Grown into a healthy and attractive boy, he is trained to be self-sufficient, with no feelings of inferiority, afraid of nothing, but totally unprepared to carry the economic and social burdens which he falls heir to somewhere between the ages of twenty-two and twenty-six. Social taboos restrict girls somewhat when they are not much older than eight or nine, but they too are undisciplined as the western world understands the term. With only so much interpretation and comment as come naturally along with description, a complete picture of Manus family life is gradually unfolded, and the relationships between parents and their children, of parents to each other, their attitudes toward sex, marriage, the supernatural are narrated simply, interestingly and with a good deal of humor.

The second part of the book entitled "Reflections on the Education Problems of Today in the Light of Manus Experience" discusses our own educational ideals and social traditions, and compares them with those of the Manus world. The result indicates an astonishing similarity in fundamental thought as seen in their preoccupation with money and property, their slight practical regard for religion, and the meager ideals given their children to respect.

The Jack-Roller is another equally arresting study of child life but one which has a totally different setting. The career of Stanley, truant, thief, jack-roller and inmate of many corrective institutions in the vicinity of Chicago, as he tells it, in terms which are colorful and compelling and often charged with rebellion and self-justification reads like a thrilling adventure story. The vivid descriptions of his home where the atmosphere was one of poverty and unhappiness, of the cheap neighborhood with its demoralizing effect, of school and the teachers who did not understand his handicaps, of gangs and their tremendous influence, and of his repeated experiences in the "criminals' finishing school" reveal the terrible conditions existing for children in the socially submerged section of the city. It is, however, more than a mere picture of sordid misery and deprivation. The separate chapters in which the measured comment and discussion of the social worker, Clifford Shaw, whose vision and patience made it possible to reclaim Stanley, place their emphasis consistently on the constructive side of the picture.

The standardising, levelling influence of an age group, so vividly described in *Middletown,* is strikingly illustrated in both *Growing Up in New Guinea* and *The Jack-Roller.* During early childhood Manus boys and girls are so closely identified with their fathers that they are bound to receive the imprint of parent standards and ideals—an imprint which never wears off completely. When they reach adolescence, however, and like Stanley are deprived of the stimulating companionship of men, they too are quickly molded into conforming patterns of youthful behavior. When a son does not enter the profession of his father, it may sometimes be explained by this absence of close contacts, so frequently found in American families.

MARGUERITE FORREST.

News and Notes

DURING the coming months social problems that touch fundamentals of American life will be placed in the spotlight at a variety of conferences. Among these should be included a conference held on January 22 by the Massachusetts Society for Mental Hygiene in cooperation with the Personnel Research Federation on Mental Hygiene in Industry in Boston. "Picking the Worker," "Fitting the Worker to the Job," and "Keeping the Worker on the Job," the topics of discussion, seem especially appropriate in view of the present economic crisis.

Spring Lectures and Conferences

AS a convention theme, the Department of Superintendence of the National Education Association has taken "Working Together for the Children of America" for its meeting to be held in Detroit from February 21 to 26. The lecture and discussion groups will present some of the fundamental values and principles of education which are engaging the best thought of teachers today. Among the more important issues to be considered will be the influence of the home, school and community on the child—the need for closer cooperation between these three—and the progress of education in the fields of both physical and mental hygiene.

THE Eleventh Annual Conference of the Progressive Education Association will be held in Detroit from February 26 to 28 inclusive, to consider the role of progressive education in our schools and its place in a world-wide movement. The contribution of such leading educators as Dr. William H. Kilpatrick, Dr. Goodwin Watson and Dr. Harold Rugg will add much to the general interest of the program. Group conferences are to be conducted on the 26th and 27th from 2 to 4 o'clock, giving ample time for discussion, by representatives from the John Burroughs School and the Community School of St. Louis, the Shady Hill School of Cambridge, Massachusetts, the Lincoln School at Teachers College, Columbia University, the Walden School, the City and Country School and the Winbrook School of New York, the Francis W. Parker School of Chicago, the Tower Hill School of Wilmington, Delaware, and the Public Schools of Detroit and Bronxville, New York. In addition there will be a symposium on the teaching of special subjects, such as art, music, science, and the languages, with exhibits of school material to be used.

SPECIAL plans are being made by the American Association for Adult Education for its sixth annual meeting, which will be held on May 18 in the new building of the New School for Social Research. It is predicted that the four-day meeting in New York will be not only the largest conference in the history of the Association, but in many ways the most interesting. Its close will mark the opening of the first annual asssembly of the National Advisory Council on Radio in Education which will meet in the same quarters to consider among other things what is sound for radio presentation and who is qualified to present it.

THE American Home Economics Association has chosen as a theme for its twenty-fourth annual meeting the role of the home in individual and family development, a fitting choice in view of the emphasis put upon it by the White House Conference. The meeting will open on June 22 at Detroit and continue to the end of the week.

Mental Hygiene Lectures

A series of ten lectures has been arranged under the auspices of the Mental Hygiene Committee of Englewood, New Jersey, in cooperation with the Child Study Association. It is being held at the Englewood High School on Monday evenings at 8:15 beginning January 12 and extending through March 23.

In addition to the Mental Hygiene Committee and the Child Study Association, all the public and private schools in Englewood, the Superintendent of Schools, the President of the Englewood Institute, the Social Service Federation, the hospitals and city officials are cooperating in this project, which has been given most cordial support by the community. The purpose is to present the latest findings of child

study as to sound methods of child training in the home and in the school. The chairmen represent all the educational and professional groups in the community. The speakers are: Dr. Ruth Brickner, Mrs. Sidonie Matsner Gruenberg, Dr. Marion E. Kenworthy, Mrs. Marion M. Miller, Mrs. Cécile Pilpel, and Dr. Caroline B. Zachry. They will discuss: The Parent, Child and Teacher Face the World; Children, No Two Alike; How Children Learn; Discipline Through Obedience; Rewards and Punishments; The Use of Money; How the Child's Personality Affects All His Human Relationships; Growing Up; Sex Information and Sex Education; Signposts of Maladjustment.

Parents Council Anniversary

The fifth birthday of Parents' Council of Philadelphia will be celebrated on February 10, with an afternoon and evening conference at the Bellevue-Stratford Hotel. Stanley Yarnall will preside at the conference which will include topics on the relationship between home and school and on family life. Spencer Miller, Jr., Burton P. Fowler, Mrs. Roger S. Forbes, Edward A. Strecker, Sidonie M. Gruenberg, C. M. Hincks, Frank Aydelotte and Eduard C. Lindeman will speak.

Child Study in Chicago

Dr. Bernard Glueck, Psychiatrist and Physician in charge of Stony Lodge, Ossining, will speak at a conference on "Marital and Family Relationships in the Present Day" sponsored by the Chicago Association for Child Study and Parent Education on March 28. The other speakers are Lawson G. Lowrey, Director of the Institute for Child Guidance in New York, Floyd Dell, author of *Love in the Machine Age,* and Phyllis Blanchard, Psychologist at the Philadelphia Child Guidance Clinic. However their opinions may differ as to the reasons for current trends and what the outcome will be, all the speakers agree that presentday family life is undergoing many internal changes and that these changes have a tremendous influence upon the lives and characters of the children.

Keeping the Child Fit

The Baltimore District of the Child Study Association of America will sponsor a course of six lectures on "Keeping the Child Fit" to be given by prominent Baltimore physicians Tuesday afternoons at 4 p. m. beginning with February 10. Dr. Fred B. Smith will open the series with a talk on "Prevention of Children's Diseases." At succeeding meetings "Prevention of Sight Defects," "Care of the Teeth," "Prevention of Deformities," "Nutrition" and "Mental Health" will be discussed by Drs. Friedenwald, Brun, Baer, McCollum and Hohman.

Committee Activities

A triple role is filled by the special committees in the Child Study Association program. In addition to the regular group work which forms the core of the Association's activities, the committees on parent bibliographies, children's books, current periodicals, children's art, music, schools, play and playthings, and summer play schools carry on activities which, at a meeting of January 15, were characterized as of value, first, to the members who increase in appreciation and knowledge of their subject, secondly, to others who cannot go through that same self-educational process, and finally, to organizations with similar interests.

Sex Education Discussions

Each Headquarters study group of the Child Study Association devotes one or more meetings to Sex Education as it relates to the age range under discussion. Many members, however, feel the need for more intensive consideration of this subject. In answer to this oft repeated request a series of five lecture and discussion meetings has been arranged to be held at the Headquarters of the Child Study Association on Tuesday mornings from March 10 through April 7, at 11 o'clock. Mrs. Cécile Pilpel, Director of Study Groups, will conduct these meetings which are open to all study group members—registration $3.00.

Radio Talks at 3:00 P. M.

Questions on child training will be answered by staff members of the Child Study Association over the radio every Friday afternoon at 3:00. Questions may be sent to WEAF, 711 Fifth Avenue, New York City, or the Association's Headquarters, 221 West 57th Street.

Development of Personality

Dr. Ada Hart Arlitt, Professor and Head of the Department of Child Care and Training at the University of Cincinnati and National Chairman of Parent Education of the National Congress of Parents and Teachers, spoke on "Early Responses in Relation to the Development of Personality" at a conference held by the Child Study Association on January 13 at Headquarters.

Dr. Arlitt, referring to charts made in the Nursery School of the University of Cincinnati, showed

that each child comes into the world with certain inherent trends which predispose his behavior. This behavior is determined by what may be called *points of tension* either in the environment or in the child's mental or physical make-up. Two of these tension points most difficult for the child to meet successfully are superior mentality and accelerated physical growth, either of which make it almost impossible for the child to be accepted by the normal majority in his group. The more tensions there are in the child's life, the more kinds of habits he must form and the more types of reaction he must set up as escape mechanisms; and these inevitably shape his personality.

The habits which release tension may be divided into three groups. First are the external skeleton adjustments and exercises, such as constructive work and play. Akin to these is creative imaginative expression in some art form. The third group comprises those forms of mental escape which must be guarded against and corrected. Sometimes this escape expresses itself in a withdrawing from the companionship of other children, by relegating the tension points to the subconscious mind, by blaming his maladjustment upon others, or by rationalization.

But it is only when the child develops escape as a system through which he meets life as a whole that it becomes dangerous. It does not matter how much a child may differ from other children; the important thing is to help him to make his adjustment by facing reality and to give him approved techniques for so doing.

On January 27, Dr. Glueck gave a critical discussion of Freud's essay "Civilization and Its Discontents" at the Child Study Association Headquarters. This will be reported in CHILD STUDY for March.

Home and School in Finland

In Finland the school goes to the home—in much the same way as we conduct correspondence courses and home study programs—to meet the needs of those people who were able to have only a very brief schooling. The Home Education Society which was established in 1907 has steadily developed its facilities with the result that it now reaches the furtherest and most primitive sections of the country with lectures and conversations on the welfare of children. The chief form of work is parent education, and there are at present ten salaried lecturers. An outstanding activity has been six hundred study circles for young people. The Society is endorsed by the Finnish Government and enthusiastically supported by individual contributors.

American Association of University Women

The American Association of University Women is gradually extending its national program in education to include the work done by secondary schools and colleges. In this connection the Association plans a study of the recent changes and experiments in the liberal arts department of colleges and universities. College presidents and faculties will cooperate in this research, which will cover a period of two years, and which will be submitted to a final national forum on adolescent education in 1931. Two study out lines are now ready for distribution, *The Preschool Child* by Nell Boyd Taylor, and Kathryn McHale's pamphlet on *Pre-Adolescence.*

As a part of the educational program of the biennial convention of the American Association of University Women to be held in Boston from April 8 to 11, the following educators will present papers as a basis for leading discussion in their different fields: Dr. George D. Stoddard, Director of the Iowa Child Welfare Research Station; Dr. Laura Zirbes, Associate Professor of Principles of Education, Ohio State University, and Dr. Augusta Bronner, Co-Director of the Judge Baker Foundation.

Parent Education Extension Service

The New York State College of Home Economics at Cornell University expects to reach during the current year approximately fifty new groups in child development and parent education through its extension service which consists of county-wide conferences, study club and special lay leadership work. Each year the program is carried to new counties, thereby strengthening the interest and developing community leaders. The conferences are conducted for six days in each of ten counties, with representatives from many rural communities coming together to take part in the discussions of practical everyday incidents on child and adult behavior.

As a result of last year's conferences special groups were organized to study the child's relationship to adults and to other children with special reference to his play, his emotional control and nervous habits, while other groups were more concerned with the behavior of the child in such routine situations as eating, sleeping, bathing, toilet and dressing. Each group chose a club leader, kept detailed minutes of the meetings, and submitted periodic reports of progress to the extension teacher. For those who wish to organize new groups in their communities, an annual conference in leader training is conducted by the Cornell Nursery School.

In the Magazines

The Beginnings of Religion in Baby Behavior. By Sophia Lyon Fahs. Journal of Religious Education, December 1930.

The writer presents the theory that "a child's religion is not so simple a thing as a belief added to his thought . . . His religion is at the very heart of his living experience . . . " Religion in this article is used to mean a life attitude or philosophy, "largely emotionally acquired."

The Dangers of Untruthfulness Towards Children. By René Laforgue. The New Era, November 1930.

A discussion of the conflicts arising in the child's mind over the everyday untruths implied or told by parents—untruths which have become inherent through tradition, custom and religion.

The Education of the Whole Man. By Lawrence Pearsall Jacks. Adult Education, January 1931.

A plea for the "lengthening of the educational line—back of reading and writing, forward beyond book say and hear say." It is a plea for the "co-education of the body and the mind, the education of the whole man, the whole woman as an inseparable unity."

Five Rules for Happy Parenthood. By Jessie Chase Fenton. The Parents' Magazine, December 1930.

"It behooves parents to seek deliberately for means by which they may keep themselves in the best mood for effective parenthood." The rules prescribed are such as will give the parent insight into himself, the need for a more objective view concerning the children and the development of an avocation.

Parent Education. January issue of Childhood Education, Published by the Journal of the Association for Childhood Education.

Among the contributions are:—"The Problem of Content," by George D. Stoddard; "Parent Education in the Western Reserve University Nursery School," by May Hill; "Ten Years' Progress in Parent Education," by Ralph P. Bridgman; "Parent Education in the Institute of Child Welfare of the University of Minnesota," by John E. Anderson.

Preparing Your Child for Marriage. By Paul Popenoe. The Parents' Magazine, December 1930.

The writer stresses the importance of the parent's attitude in relation to his own marital relationship in order to effect an emotionally sound influence on the child's maturing growth.

Reorganization of Educational Work at the University of Chicago. School and Society, November 29, 1930.

A report is given of President Hutchin's plan of abandoning the "traditional organization" of colleges and substituting in its place a plan whereby "a student will be able to graduate whenever he can demonstrate by passing a comprehensive examination, that he has acquired a general education. Whether the student needs only one or four years depends upon his own ability."

School Success, an Element in Mental Health. By Clara Bassett. The Journal of the National Education Association, January 1931.

Individual case studies are cited to illustrate effect of misplacement and failure in school due to demands beyond the intellectual and emotional power of the student.

An Undergrad Searches for an Education in College. By Ralph Melvin Stogdill. School and Society, September 1930.

A criticism of our present method of instruction, with suggestions as to what students want from college.

What About the Taboo in the Program of Sex Education? By Frank J. Bruno. Journal of Social Hygiene, December 1930.

The author questions the present attempt completely to eliminate sex taboo and wonders whether or not this taboo may serve a legitimate purpose.

Your Child's Speech. By Smiley Blanton. The Parents' Magazine, January 1931.

A clear exposition of speech development of the young child in relation to his mental and emotional growth. "Speech is not inherited," the writer says. "It must be learned, just like the 'Three R's.' A normal brain, normal hearing, good health are nature's conditions necessary for the development of speech, supplemented by conditions of environment which demand that the child use speech instead of cries, jargon or gestures; consistent discipline; a good model of speech to imitate."

The Fairy Tale in the Machine Age

ONCE upon a time not to know the fairy tale was to be sadly ignorant. For generations folk and fairy tales have been told around the hearth fire and taught in the nursery because they were a heritage of the race. Within the past fifty years, however, we have begun to question the place of the fairy tale in the life of the child. There have been sharp differences of opinion in which the fairy tale has been the target of much praise and blame.

Not only the sentimentalists but also those who believe in presenting imaginative literature to children have claimed for them a priceless cultural value as literary material and as the record of a universal experience and language. Many additional arguments are mustered to their support—Such tales develop the child's imaginative powers. They embody the concepts of life and character by which the race has explained itself. What better material could be found to build up a child's concepts of different peoples and customs, of different types of family life and social relationships? They develop in children ethical standards of right and wrong. They enlarge his emotional experiences by introducing him to other times and customs. They give him a sense of the integrity of the human spirit.

To these claims the realist gives answer that these fairy tales are the record of a crude past which has no appeal to the presentday child, that they perpetuate the elements of superstition and the animistic attitude toward life, that they confuse the child as to what is real and what is imaginary. It is also argued against them that they depict an unknown environment which does not have any interpretive significance or help the child's adjustment to an already complicated world.

Out of this variety of opinion emerge those who would accept fairy tales en masse, and others who would choose individually and with greatest care. With so much lack of agreement, it may help, in clarifying the pros and cons, to see what those who have studied the subject have said. Many educators believe that the young child is much more interested in the real world about him and in stories about his own experiences and everyday things that happen, than in imaginary tales. Lucy Sprague Mitchell, the originator of a new type of literature in her *Here and Now Story Book,* has put the nursery tale to a real test in the classroom.

Her conclusion is that "For children under six even these precious few (fairy tales which have stood the test of suitability) contribute little in content, but much through their matchless form. On the other hand, we find that many of the human experiences which these old tales embody are quite unsuitable for four-and-five-year olds. Cruelty, trickery, economic inequality—these are experiences which have shaped and shaken adults and, alas, still continue to do so. But do we wish to build them into a four-year-old's thinking? Some of these experiences run counter to the trends of thinking we are trying to establish in other ways; some merely confuse them. . . . .

"Stories, if they are to be part of an educational process, must also further the growth of the sense of reality, must help the child to interpret the relationships in the world around him and help him to develop a scientific process of thinking. . . . . It is only the jaded adult mind, afraid to trust to the children's own fresh springs of imagination, that feels for children the need of the stimulus of magic."

From her long experience and experiments in the kindergarten, Alice Dalgliesh of Teachers College, Columbia University, feels that by five and six children have a clear idea of what is real and what is fanciful. Miss Dalgliesh believes in giving children a balance of real stories and fairy tales. She has found that children particularly enjoy "one step out of reality" stories.

Annie C. Moore, Professor of Primary Education at Teachers College, believes that carefully chosen, unassailable old folk and fairy tales should be given from kindergarten through primary grade. But again she qualifies her approval by emphasizing that fairy tales given to children of primary school age must be carefully evaluated as to their action, plot and satisfying outcome.

Others make little or no exception in the objections they raise to fairy tales in general. Fannie

Dunn, after making a study of the interest factors in primary education, tells us "nothing indicates that the primary age is an age of pure fancy.

"It is not the fancifulness of the fairy tale that causes its appeal, but other interest factors such as surprise, plot, childness, animalness or familiar experience and that true or realistic selections equally possessed of these characters would be equally interesting."

Anna Eva McLin of the Child Education Foundation is one of those who believe implicitly that the child must have truth and reality first. "Only through his experiences with actual things does he develop the ability to interpret. Through interpretation he develops and exercises his imagination."

In this connection, it is most interesting to note that in a study of very gifted children of reading age, Leta Hollingworth found that they prefer realistic and factual literature to fairy tales. "The perception of this fact seems to have been the inspiration of the new literature such as the *Here and Now Story Book,* and books dealing with the true life of insects. The modern psychologist does not feel that the fairy tale solution of life is helpful to the child." We do not yet know as much about the intelligence of children who like fairy stories.

As the logical expression of the current materialistic point of view, it is only natural that in Soviet Russia the traditional fairy tale is taboo. Books in the new Russia are based on the ideology of communism and are written to meet the needs and interests of the day. They contain the wonders and marvels of contemporary life. Albert Pinkevitch tells us that in Soviet Russia "The new books eliminate the superstitious and sentimental. . . . . We should strive toward the creation of a new *Proletarian* fairy tale, for whose creation the elements already exist in life . . . . a fairy tale literature in which the child himself creates."

On the other hand, Karl Bühler states that "our classical fairy tales were not written by children or for them; (but) . . . they have in many respects adapted themselves to the needs and standards of the childish imagination." Dr. Bühler states that the early fairy tale clings closely to real life. Red Riding Hood, Hansel and Gretel, for instance, are children with children's experiences. Even the kings and princes, the giants and fairies "are only big children and behave in an exceedingly childish way."

The child's first fairy tales, Dr. Bühler points out, have to be richly endowed with personal references, and should refer to "a child as small as you are." He refers to a definite fairy tale age—from four to eight years, midway between the period in which the child is concerned directly with his own actions and the later equally realistic period with its zest for action and adventure.

Yet all of this represents on the whole adult judgments as to the child's reactions. To the present time there has been little direct study of the child's own attitude toward this traditional literature.

It was at the instigation of Karl Bühler that Charlotte Bühler made the first scientific analysis of the contents of *Grimm's Fairy Tales* in order to gain a better insight into the mental life of the child. She points out the following elements as significant:

1. The plot is simple.
2. The characters are real, few in number and child-like, and have one or two outstanding characteristics.
3. Not much attention is paid to the environment which is imaginative and magical.
4. The strange and familiar are contrasted.
5. The method of exaggeration, so dear to the child, is constantly employed. This is evident from the constant repetitions and from the direct presentation of series, of "scales up and down which the imagination can run" as from dwarf to giant, from hut to palace.
6. The whole interest centers around the action of miraculous events and quick transformation and helps to make the child's stock of images mobile and easily controlled. Everything happens quickly. Reward and punishment follow the deed.
7. The action is split up into single events which follow one another.
8. The continued action is brought together by gradation with a simple unity—the hero accomplishes tasks ever increasing in difficulty.
9. The fairy tale avoids all complicated thinking. Its importance lies in the fact that the simple tale is so thoroughly enjoyed by the child.

Before we can evaluate these general characteristics of fairy tales, we find ourselves challenged first to clarify what we mean by the term *fairy tale.* The fairy tale as it is used in the popular sense includes the accumulative tale, the animal story, the droll or realistic humorous tale, the *märchen* or nursery tale, the folk tale, as well as the more elaborate myth, legend and fable. These tales are, to those who hold the key, a treasury of records of primitive beliefs, social customs and taboos. For as the cultural attitude of the group progressed, the outworn beliefs were relegated to the supernatural and magical world and survived in the fairy or folk tale.

It is clear then—though we seem to have consistently overlooked it—that originally these were stories told by adults and meant for adults. In

Margaret Mead's intensive study of a group of Manus children in New Guinea we are told that the child, adjusted to his physical environment by the development of skills at three years of age, has no interest in the magic of the spirit world which is so essential to the rest of the family and group. Strangely enough, the children are not concerned with the invisible spirit playmate given them by their elders. Their alert minds are neither dulled nor inhibited by legends. In fact, the idea that children would like to hear legends seems quite fantastic to the Manus adults. "Oh, no," they say, "legends are for old people. Children do not know legends. Children dislike legends."

In view of the evidence—not always uncontradictory—we are faced with the necessity of clarifying certain questions which must apply in general to giving fairy tales to children. Some of these are:

Should we "still pursue our traditional method of giving children material which is a record of outworn beliefs in the unseen world and put in many hours disillusioning them and teaching them the harsh facts and the realities of an unromantic universe?"

What interpretive significance has the fairy tale for the modern child?

What place has the fairy tale in the really magical world of the telephone, radio, talkies and television?

How must it be evaluated in order to meet the new conditions?

Even when these questions are answered there remains the problem of giving the individual child what it craves and can constructively assimilate, whether of fact, fancy or fable.

ELSA H. NAUMBURG.

Das Märchen und die Phantasie des Kindes.
By Charlotte Bühler. Zeitschrift für angw.-Psychologie. 1927.

Are Day-Dreams Dangerous?
By Mandel Sherman. Parents' Magazine, September, 1930.

Growing Up in New Guinea.
By Margaret Mead. William Morrow & Co. 372 *pp.* 1930.

Here and Now Story Book (Introduction).
By Lucy Sprague Mitchell. E. P. Dutton & Co. 360 *pp.* 1921.

Interest Factors in Primary Reading.
By Fannie W. Dunn. Teachers College, Columbia University. 1921.

The Mental Development of the Child.
By Karl Bühler. Harcourt Brace & Co. 397 *pp.* 1930.

The New Education in the Soviet Republic.
By Albert P. Pinkevitch. The John Day Co. 403 *pp.* 1929.

Psychology of Early Childhood.
By William Stern. Henry Holt & Co. 557 *pp.* 1924.

New Books for the Parents' Book List

The following books, including the two reviewed on page 173, have been approved by the Parents' Bibliography Committee of the Child Study Association, and will be included in the new book list which is to be published in the early part of the summer. They are representative of the widely diversified interests which are contributing to the development of parent education.

Behaviorism.
By John B. Watson. W. W. Norton & Co. 308 *pp. rev.* 1930.

Bodily Changes in Pain, Hunger, Fear and Rage.
By Walter B. Cannon. D. Appleton & Co. 404 *pp. 2nd ed.* 1929.

The Child from One to Six.
By Ada Hart Arlitt. McGraw-Hill Book Co. 188 *pp.* 1930.

The Child's Emotions.
Proceedings of the Mid-West Conference on Character Development. University of Chicago Press. 460 *pp.* 1930.

The Creative Home.
By Ivah Everett Deering. Richard R. Smith. 180 *pp.* 1930.

The First Year of Life.
By Charlotte Bühler. The John Day Co. 281 *pp.* 1930.

Growing Up in New Guinea.
By Margaret Mead. William Morrow & Co. 372 *pp.* 1930.

Growth and Development of the Young Child.
By Winifred Rand, Mary E. Sweeny and E. Lee Vincent. W. B. Saunders Co. 394 *pp.* 1930.

The Healthy-Minded Child.
Ed. by Nelson A. Crawford and Karl A. Menninger. Coward-McCann. 198 *pp.* 1930.

The Jack-Roller.
By Clifford R. Shaw. The University of Chicago Press. 205 *pp.* 1930.

The Management of Young Children.
By William E. Blatz and Helen Bott. William Morrow & Co. 354 *pp.* 1930.

Psycho-Analysis.
By Ernest Jones. Jonathan Cape & Harrison Smith. 127 *pp.* 1929.

The Teacher in the New School.
By Martha Peck Porter. World Book Co. 312 *pp.* 1930.

The Turn Toward Peace.
By Florence Brewer Boeckel. Friendship Press. 214 *pp.* 1930.

Twins: Heredity and Environment.
By Nathaniel D. M. Hirsch. Harvard University Press. 159 *pp.* 1930.

CAMP DARIEN

Boys and Girls

BOYS 5 TO 11
GIRLS 5 TO 13
(40 miles from New York)

Fifth Season

Daily programs based on progressive educational idea.

Enrollment of 40 children.

Camp Darien offers all the activities of camp life plus home comforts. Modern buildings, perfect sanitation, sleeping porches, woods, lake, and salt water beach bathing.

CAMP ARCADIA
FOR BOYS
NORTH BELGRADE, MAINE
19th Season

WILLYS P. KENT
Ethical Culture School
New York City, N. Y.

HERMAN K. BAUMRITTER
123 West 93rd St.
New York City, N. Y.

an interesting summer colony

Families with children will find Stonybrook the answer to the annually recurring problem, "Where shall we go this summer?"

A group of progressive parents, who want to keep their children with them for the summer, are forming a congenial colony on a beautiful tract of land at Westport, Conn. Fifty acres over which the children may range freely and safely, with companions of their own ages.

Two tennis courts, handball court and bathing on the property; sound bathing, golf courses and horseback riding nearby.

Bungalows are built on one acre plots, well spaced to insure individual privacy. Electric light, running water, modern plumbing, food deliveries. Houses adaptable to week-ending throughout the year. Land alone, or houses ready to move into, can be had at low prices and on easy terms. A very few bungalows are also available for this summer's rental.

We shall be glad to refer you to members who have spent delightful summers with us.

Stonybrook

366 Fifth Avenue Room 615 Wisconsin 1649

THE TEACHER IN THE PROGRESSIVE SCHOOL

The March Issue of PROGRESSIVE EDUCATION will be devoted entirely to

The Training of Teachers for Progressive Schools

PARTIAL CONTENTS

"What a Teacher's Preparation Should Be for Work in a Progressive School"
DR. F. G. BONSER, Teachers College, New York City.

"The Teacher's Personality and Attitude Toward Her Work"
CAROLINE B. ZACHRY, Director, Mental Hygiene Institute, Montclair, N. J.

"The Meaning of Freedom in Education"
STUART A. COURTIS, University of Michigan, Ann Arbor, Mich.

"Teacher Training for Progressive Schools"
LUCY SPRAGUE MITCHELL, Bureau of Educational Experiments, New York City.

"Mental Hygiene for the Teacher"
DR. JOSEPH K. HART, Contributing Editor, "The Survey," New York City.

"Teacher Training at Yale University"
DR. F. E. SPALDING, Yale University, New Haven, Conn.

"The Teacher as an All-round Person"
MILLICENT J. TAYLOR, Educational Department, "The Christian Science Monitor."

"Remaking the Teacher"
DR. GEORGE D. STODDARD, State University of Iowa, Iowa City, Iowa.

"Nerves and Tension"
DR. EDMUND JACOBSON, University of Chicago, Chicago, Illinois.

"The Promise of Progressive Education to the Teacher"
BESS B. LANE, Tower Hill School, Wilmington, Del.

"Implications for Teachers from Social Behavior Studies"
DR. LOIS HAYDEN MEEK, Child Development Institute, New York City.

"The Teacher Problem in Progressive Schools"
MARGARET POLLITZER, The Walden School, New York City.

"The Teacher and the Progressive School"
DR. EUGENE R. SMITH, The Beaver Country Day School, Chestnut Hill, Mass.

There is no greater problem in education today than the proper training of teachers. PROGRESSIVE EDUCATION here offers its approach and solution. It is an unusual assembly of significant experience. This issue is of vital interest to officials, normal training schools, teacher's colleges, and teachers.

SINGLE COPIES, FIFTY CENTS. — YEAR'S SUBSCRIPTION, THREE DOLLARS.

PROGRESSIVE EDUCATION ASSOCIATION, 10 Jackson Place, Washington, D. C.

AN OPPORTUNITY for OUR READERS TO SUGGEST TOPICS for

CHILD STUDY

A Journal of Parent Education

What do you want to read in CHILD STUDY? Discussions of your special interests may bring vital points home to other parents. Will you help CHILD STUDY to select as monthly topics for 1931 ten questions that appeal to you? You can do this

by numbering this list in your order of preference,

by making additional suggestions of your own.

Mail This List To

CHILD STUDY ASSOCIATION

221 West 57th Street, New York, N. Y.

Topics Suggested for 1931

Quarreling

City Living and the Child

The Significance of Intelligence Tests

What Shall My Child Read?

The Father in the Presentday Home

New Principles and Old Prescriptions

Love and Affection: Constructive and Destructive

How Parents Look to Children

Negativism

Nervous Habits—Thumbsucking

Education in the Arts

What About College?

The Playroom.
220 W. 98th St. New York

CONSTRUCTIVE AND INSTRUCTIVE

TOYS

for the pre-school child—for the child up to twelve. The best books for the child

NURSERY SCHOOL EQUIPMENT

Write for our illustrated catalog

The Playroom 220 W. 98th St., New York City

THE HECKSCHER THEATRE
Fifth Ave. at 104th St., New York

MATINEES *for* CHILDREN

SATURDAY AFTERNOONS AT 2.30

THE PLAYERS. *New York's only juvenile Guild of the Theatre*

JAN. 31 THE LITTLE PRINCESS Feb. 7-21 RIP VAN WINKLE

Coming: PINAFORE

Full ballet with each play by
THE HECKSCHER DANCERS

Prices—50c and $1.50
Special rates to school groups **Phone Univ. 4800**

Early Sex Education in the Home
WHEN? HOW? WHAT?

A Vocabulary for Family Use in the Early Sex Education of Children

By CATHERYNE COOKE GILMAN

"Few as sane, wholesome and helpful discussions of sex hygiene have been printed. Parents will find them among the most helpful books of their kind."—Hygiea.

Fifteen cents each

WOMEN'S CO-OPERATIVE ALLIANCE
212 Citizens Aid Building, Minneapolis, Minnesota

EFFECTIVE PRINTING
for all purposes

A LONG AND VARIED EXPERIENCE WITH CIVIC, CHARITABLE, EDUCATIONAL AND SOCIAL SERVICE ORGANIZATION WORK QUALIFIES US TO RENDER PROMPT AND EFFICIENT SERVICE

MAIL & EXPRESS PRINTING CO., INC.
160 Varick St. New York
Telephone WAlker 5-0580

ALLEGRO FOR GIRLS

The Exclusive Camp for Girls
ON LAKE CHAMPLAIN
MILTON, VERMONT
New York Office, Columbus 5-8564
formerly
CAMP ALLEGRO, ALLABEN, N. Y.

GOLF
HORSEBACK RIDING
SWIMMING
CANOEING
AQUAPLANING
ALL LAND SPORTS
MUSICAL PROGRAMS
ARTS AND CRAFTS
NATURE STUDY
DIETARY LAWS OBSERVED

For further information apply to

MRS. REBECCA LUBETKIN
1911 Albermarle Road
Brooklyn, N. Y.
Defender 3-0116

MRS. SARAH F. MOSS
Hotel Beacon, B'way & 75th St.
New York
Trafalgar 7-2500, Ex. 808

Camp Hiawatha for Girls, Kezar Falls, Me.

Nature Lore, Dancing, Arts and Crafts, and Dramatics intimately linked with vigorous sports on land and water, under expert direction of qualified leaders, supplemented by healthy and regular living in the closest contact with nature, to stimulate the development of an integrated personality. *Limited to sixty girls*—300 *acres of wooded camp grounds. Endorsed by Educators, Parents, Campers. Awarded an "A" rating by the Maine Board of Health.*

LUCILE R. RYTTENBERG, 5 West 65th St., New York, N. Y.

HERMITAGE

Russian Tea Room and Restaurant

LUNCHEON : DINNER : SUPPER
ALA CARTE SERVICE ALL DAY AND EVENING
EXCELLENT AMERICAN-RUSSIAN CUISINE

211 WEST 57th STREET

Music by Russian Gypsy Ensemble

Bet. Broadway & 7th Ave. NEW YORK CITY
Telephone: Circle 7-9696

SCHOOL AND HOME

A Magazine published
November, January, March, May
by the
Parents and Teachers Association
of the Ethical Culture Schools
33 Central Park West
New York

January Issue: Leisure
March: Branch School. May: Rhythm

Thirty cents a copy **One dollar a year**

Back Numbers of CHILD STUDY

The library of the Child Study Association wishes to complete its files and will appreciate hearing from anyone who has the following back numbers of CHILD STUDY: November and December 1929, also January, February, March and April 1930.

All advertising printed in CHILD STUDY *has been carefully selected because of its genuineness and high standing. Schools, camps, books and products here advertised have the approval of the Child Study Association of America.*

VOICE TRAINING FOR CHILDREN

An important branch of education

Classes in Speech and Singing

RECOGNIZED PRINCIPLES—ATTRACTIVE METHODS

THE LOUISE WEIGESTER SCHOOL

862 Carnegie Hall, New York **Circle 7-1529**

ETHICAL CULTURE SCHOOLS

NEW YORK CITY

Day schools for boys and girls. Pre-kindergarten to college including teacher training and pre-professional courses.

Information from Registrar, 33 Central Park West

Montessori School of Flatbush

'The House of Childhood'

590 OCEAN AVENUE, Corner Tennis Court, Brooklyn, N. Y.
Near Church Avenue

MONTESSORI METHOD ELEVENTH YEAR

NURSERY—ELEMENTARY GRADES

CULTURAL STUDIES INDIVIDUAL ATTENTION

FRENCH—MUSIC—RHYTHM—ART

Telephone: Buckminster 2-4229 Private Motor Service

Mildred Schwalbach, Educational Director

JEFFERSON SCHOOL

A Progressive Day School for Boys and Girls

Kindergarten—Pre-Kindergarten—Primary

SYLVIA J. MARKS, *Director*

23 West 87th Street **Schuyler 4-5060**

McBurney School

A day preparatory school for boys with an activity program planned to meet the needs of the individual.

THOMAS HEMENWAY, *Headmaster*

West Side Y. M. C. A.

5 West 63d Street, New York City

The DURLACH STUDY GROUP

A New Departure in Education

Newest methods and equipment in a charming home environment

Ages 3—7 Hours 9—12

875 PARK AVE., New York City

BUTTERFIELD 8-7226

"SINCE 1914"

THIS is an organization of professional Stenotypists—the oldest and largest in America. We furnish verbatim stenographic reports of conventions, public and private meetings, debates, arbitrations, lectures, depositions, and of other formal and informal proceedings of many kinds. We maintain full-staffed offices in New York, Cleveland, Chicago. Charges are uniform everywhere. Inquiries are invited and are always answered promptly. You incur no obligation in asking about any phase of our service.

THE MASTER REPORTING COMPANY, Inc.

Main Office: 51 Madison Avenue, New York

Telephones Ashland 4-1827, 1828, 1928

Industrial Arts Cooperative Service

519 West 121st Street, New York City

NON-PROFIT MAKING

Our new special parcels containing worthwhile things for boys and girls to do at home are now ready.

Send for leaflet describing these.

FRENCH OUT OF DOOR CLUB

13th Season

Selected Group of Girls for daily afternoon Recreation

SUPERVISED PLAY AND SPORTS KINDERGARTEN WORK

LILLY GRIMM

288 West 92d Street Apt. 6-E Schuyler 4-7948

Afternoon Groups for Boys and Girls and All Day Saturday

Trained Leaders Swimming

Supervised Recreation Skating

Adequate provisions for rainy days Athletics

Crafts and Needlework for Girls

Children called for and returned by Automobile Without Charge

For further information communicate

MRS. MITZI WEINBERGER

310 W. 97th St., New York City **Telephone Riverside 9-0178**

PARKSIDE SPECIAL SCHOOL

A day school for exceptional children, 6 to 15 years, who require individual instruction.

MARION B. HERRSCHAFT, *Directress*

109 E. 61st St., New York City

LIVINGSTON SCHOOL

(Boys and Girls, 2-12 yrs.)

Pre-School *Kindergarten* *Primary*

OUTDOOR GROUPS

Morning *Afternoon* *All-Day Plan*

Special Dancing Classes

VIOLA ECKSTEIN, Director—608 W. End Ave. (90th St.)

Phone: Schuyler 1636

THE RIVERSIDE SCHOOL

316-318 West 104th St. **Academy 2-4711**

Co-educational from Kindergarten through Sixth Grade; Girls' Junior and Senior High School. Newly organized along progressive lines.

MARGARET ELIZABETH WELLS, Ph.D., Director.

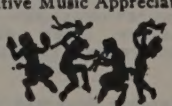
CONSERVATORY FOR PROGRESSIVE MUSIC-EDUCATION

EMANUEL ELSTON, A.B., *Director*

Modern educational principles applied to the teaching of music.

Creative Music Appreciation

Rhythmics Harmony



Piano Violin

Teachers' Training Courses

2680 Morris Ave., New York **SEdgwick 3-7768**

The Editors' Page

PARENTS have a part to play in the new education of our day unlike anything they have had in the conventional mass schooling of the past.

IT WAS natural in an era when education was looked upon as an exclusive school process, with learning in school as something set apart from learning and living elsewhere, that parents should be regarded as relatively unimportant. In the modern school the reverse is true. Education is conceived of in terms of a whole child in all his experiences, whether in the immediate setting of the school or elsewhere, and with the "fashioning of lives," as one writer has recently put it, rather than with mere teaching of formulas. In this kind of a picture parents not only belong; they occupy a major role. Most of the successful new type schools have come about because enlightened and determined parents insisted upon a richer and better education for their children and were willing to give abundantly of their time and energy to bring such an education into being.

TO A greater extent than ever before this is to be a parents' era in education. Parents who attend child study groups in increasing numbers will be more and more dissatisfied with the narrow, formalized, routine type of school keeping that is still the dominant form, especially in our largest cities. It is those parents, in ever widening circles, in public schools quite as much as in the little advance guard of private progressive schools, who will lead in making the changes; who will insist upon wholesome behavior attitudes in the school environment; who will demand more richly prepared, more understanding teachers, able to meet the emotional, intellectual and esthetic needs of individual children; who will, in short, make possible on a large scale the application of the philosophy of progressive education.

W. Carson Ryan Jr.

CHILD STUDY

A JOURNAL OF PARENT EDUCATION
MARCH 1931
VOL. VIII
No. 7

FIFTEEN CENTS THE COPY — ONE DOLLAR THE YEAR

PARENTS AND SCHOOLS OF TODAY

THE EDITORS' PAGE . . . . *W. Carson Ryan, Jr.* 185
THE OUTLOOK FOR PROGRESSIVE EDUCATION *Burton P. Fowler* 187
TEACHING IN THE PROGRESSIVE SCHOOL *Nell C. Curtis* 189
THE NEW COLLEGE . . . . *Robert Devore Leigh* 191
A COOPERATIVE VENTURE . . *Sara Lyman Patrick* 194
PARENTS IN PARTNERSHIP . . . *Eleanor W. Foster* 196
THIS IS THE WAY THEY WORK . . . *Ethel H. Bliss* 198
PROGRESSIVE EDUCATION IN THE MAGAZINES *Berthe Goodkind* 201
WHEN PARENTS WANT TO KNOW . . *Elisabeth Babcock* 203
BOOK REVIEWS 207
ANNA GARLIN SPENCER 208
NEWS AND NOTES 209
BOOKS FOR CHILDREN 210

CONTRIBUTORS

W. Carson Ryan, Jr.: Director of Education in Indian Service.

Burton P. Fowler: Head Master, Tower Hill School, Wilmington, Delaware; President, Progressive Education Association.

Nell C. Curtis: Staff of the Ojai Valley School, Ojai, California.

Robert D. Leigh: President, Bennington College, Bennington, Vermont.

Sara L. Patrick: Instructor in Industrial Arts, Teachers College, Columbia University; President of the Industrial Arts Cooperative Service.

Eleanor W. Foster: Educational Director, Windward School, White Plains, New York.

Ethel H. Bliss: Study Group Department, Child Study Association.

The articles in this magazine are copyrighted and must not be reprinted in whole or in part without permission.

THE FORECAST FOR APRIL

SEX IN CHILDHOOD

EDITORIAL
Marion E. Kenworthy
PARENTS' PART IN SEX EDUCATION
Leonard Blumgart
SEX IN ADOLESCENCE
Floyd Dell
ANTHROPOLOGIST LOOKS AT SEX MORES
Charles W. Margold
SEX EDUCATION OF YOUNG CHILDREN
Cécile Pilpel

EDITORIAL BOARD

Zilpha Carruthers Franklin
Josette Frank
Sidonie Matsner Gruenberg
Marion M. Miller
Cécile Pilpel

Cora Flusser
Advertising Manager

Lou MacKibbin
Circulation & Production

Contents of previous issues of CHILD STUDY *are indexed in "The Education Index."*
CHILD STUDY entered as second class matter March 8, 1926, at the post Office at New York, N. Y., under the Act of March 3, 1879.
Copyright 1931 by Child Study Association of America, Inc., 221 West 57th St., New York, N. Y. Monthly, September to June.